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The Way It's Working

An Evaluation of the Boston Career Exploration Project

EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

THE WAY IT'S WORKING: AN EVALUATION OF THE BOSTON CAREER EXPLORATION PROJECT

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Prepared for:

Boston Public Schools

Department of Occupational/Vocational Education

Massachusetts Bureau of Equal Educational Opportunity

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"The Way It's Working: An Evaluation of the Boston Career Exploration Project" is published in two volumes:

- Final Report
- Executive Summary

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INTRODUCTION

Through its Career Exploration Project, established in July, 1976, the Boston Public Schools has begun to implement the kind of educational reform which is implicit in career education and the "Unified Plan for Occupational Education in Boston." The planning efforts for this project had been initiated by the Massachusetts Bureau of Equal Educational Opportunity in February, 1976, out of its concern for insuring that Boston Career Exploration programs provide all students with the full range of opportunities available.

The Massachusetts Board of Education awarded the Boston Public Schools almost $500,000 to begin implementation of career exploration in all Boston middle schools. This award, made on the basis of the "Detailed Design for Implementation of Career Exploration in the Middle Schools", constituted the plan for implementation of career exploration in the 26 middle schools of Boston from July, 1976, through December, 1976.

The complete final report, entitled, "The Way It's Working" is a 147-page document which provides a detailed description of our findings as well as recommendations on a system-wide and school-wide basis. The final report and recommendations are based on a six-month evaluation which involved in-depth interviews, observations and a written questionnaire. This Executive Summary synthesizes the major findings, conclusions and recommendations of the complete report. The information presented in this evaluation is based upon 77 interviews with teachers and 54 interviews with students.

The Boston Career Exploration Project aimed to:

1. Fully implement Career Exploration Programs in 12 middle schools.[1] (In these "pilot" schools, a team of 12-13 individuals at each school participated in preparation/training conducted by CEDIS and were responsible for selection of materials and implementation of Career Exploration Programs for all students in these schools.)

   At each of these pilot schools:

   - A Career Exploration Team of 9-10 of the school staff and 2-3 parents was formed.
   - The school staff members of the Career Exploration Team attended seven days of training during August conducted by CEDIS.
   - The parent members of the team attended four of the seven days of training in August.
   - The entire team attended three follow-up Saturday workshops in the fall.
   - $12,500 was spent for career exploration materials.
   - A half-time career exploration coordinator was appointed to be responsible for coordination of implementation efforts in each school.

2. Partially implement Career Exploration Programs in 14 middle schools with full implementation planned for September, 1977.[2] (In these "partial-implementation schools", one individual at each school participated in preparation/training conducted by CEDIS and was responsible for selection of materials and implementation of some aspect of career exploration, such as making career information materials available.

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[1] The following 12 schools were selected as pilot schools: Taft; Edison; Curley; Irving; Lewenberg; Thompson; Cleveland; McCormack; Timilty; Michelangelo; Barnes; Mackey.

[2] The following schools were selected as partial implementation schools: Champlain; Cheverus; Dearborn; Edwards; Gavin; Holmes; King; Lewis; Mann; Mead; Rogers; Roosevelt; Shaw; Wilson.

At each of these partial-implementation schools:

- One school representative attended four days of summer training and three follow-up Saturday workshops in the fall.
- The school principal attended three follow-up Saturday workshops in the fall.
- $1,000 was spent for career education materials.

The approach for implementation in all schools relied heavily on modification of existing practices and courses in industrial arts, home economics, guidance, and general subject areas to reflect the broader focus of career exploration in the Industry-Related, Food-Home Services-Health-Related and Business-Distribution-Government-Related occupational clusters of the Unified Plan. More than 225 Boston school personnel and parents were trained in career exploration concepts and strategies in order to implement programs in their schools. As a result, over 4,500 students in grades 6, 7, and 8 participated in career exploration activities.

SUMMARY OF FINDINGS AND CONCLUSIONS

Our study of the Career Exploration Project shows that certain changed did occur. These major accomplishments of the project were:

1. The majority of teachers interviewed are using career education materials and have initiated career education activities in their classes.
2. The program has increased communication among school team members but still needs to involve more school staff, parents, and representatives of the business community.
3. Six of the pilot schools now have Career Information Centers.

Some of the more specific changes as well as several continuing needs are discussed below.

1. Program Resources

A. Materials

Materials were a major resource of this program, and constituted the largest single item of the budget, with $170,000 spent on materials. Teachers used the new materials they ordered and over 41% of those interviewed indicated that materials had contributed to a change in what they were doing in career education this year. While materials and access to them was a positive aspect of the program, over 74% of those who responded to whether materials represented a problem indicated that five problems existed:

- Delay in receipt of materials
- Too little opportunity for review of materials
- Limited selection of vendors
- Inappropriateness of reading level
- Lack of hardware materials

Some teachers overcame some of these problems by developing their own. However, due to the heavy emphasis of the program on materials, many teachers delayed fully launching their career exploration activities since they felt they could not implement career education without commercial materials.

B. Training

Training was also a major resource of this program with almost $200,000 spent to cover teacher stipends and training services. The training had three major accomplishment:

- Training allowed team members the opportunity to meet together and plan.
- Training heightened participant awareness of Career Exploration.
- Training provided the opportunity to review and order materials.

At the training conducted by CEDIS, teachers received career education training, developed implementation plans, and reviewed and purchased career education materials. Teachers' major concerns about the training relate to the program's heavy emphasis on materials. Teachers would prefer to learn more about "how to do career education".

2. Program Implementation in the Pilot Schools

Although each of the pilot schools received the same amount of money and had the same number of participants attend training, the individual pilot school programs differ considerably in terms of activities and the number of teachers involved.

A. Career Information Centers

All 12 pilot schools have made arrangements for Career Information Centers and six schools have established Career Information Centers. The establishement of these centers is consistent with the guidelines of the Unifed Plan which states that career exploratory programs "should have a strong career guidance emphasis".

B. Career Exploration Coordinator

The "Detailed Design" specified a one-half time coordinator in each pilot school for coordination of the program. Some career exploration coordinators did not devote half-time to career exploration. Some who were released from teaching responsibilities were given other responsibilities by the principal and others, although given substitute coverage, did not want to leave their classes.

Of the 12 Career Exploration coordinators at the pilot schools, there is a disproportionate number (11) of white males, and thus the program fails to meet an aspect of the guidelines of Chapter 622.

C. Communication Among School Team Members

The impact of this program on communication among team members appears considerable. A large number of respondents (63%) indicated that the program had affected their communication with team members "somewhat" or "greatly". There is also evidence that this program may have given new status to certain departments and individuals. In the majority of the middle schools, specialty teachers such as those in industrial arts and home economics have had planning time only when other subject teachers were teaching, and rarely had the opportunity to meet with other teachers before this program.

D. Communication Within the School

The program has had only a modest effect on the interaction of team members with the rest of the school staff, and 37% of respondents indicated that this program has had no effect on their interaction with the rest of the school. This frequency of response is not entirely negatively weighted since several of the respondents occupied positions where a high degree of interaction was already part of their job (e.g., principal, counselor), yet it is large enough to be important. In general, there was an overall lack of dissemination of career exploration to other teachers.

E. Community Interaction

The program has had little effect on community interaction at most schools. Over 66% of respondents indicated that the program has affected their interaction with the community "very little" or "not at all". Although there were some notable exceptions, the emphasis during this phase appears to have been primarily on in-school activities.

F. Classroom Implementation

The majority of the teachers interviewed indicated that they were using new career education materials in their classrooms. The participants expressed concerns relating to the appropriateness of material for their students and the lack of time and coordination of the program within the schools. In addition, it is unclear whether students are receiving instruction in each of the three occupational clusters specified in the Unified Plan. Attention to specific clusters of occupations has actually been more diffuse than attention to the three Unified Plan occupational clusters and, in individual schools, follows other cluster groupings and generic principles of career education. The programs presently do not provide students information on high school offerings and a directory of high school course offerings remains a crucial need.

3. Equalizing Educational Opportunity

The Unified Plan had expressed considerable concern about the needs of special education and bilingual students. In addition, Chapter 622 of the Massachusetts General Laws mandates equal education opportunity for students regardless of sex, race, or ethnic background.

A. Special Education and Chapter 766

The Core Evaluation Team Chairperson from each pilot school participated in all aspects of the Career Exploration Project including training and the purchase of materials. As a group, the C.E.T.'s have not implemented much of what they had learned in the training. The problems in implementation encountered by the C.E.T.'s

are very similar to those described by all participants, i.e., lack of time and appropriate materials. In addition, implementation was hampered further by the lack of the C.E.T.'s contact with students on a daily basis. As a result, implementing career exploration for special needs students through the C.E.T. was difficult and ineffective. There is a need to directly involve teachers of substantially separate classes and the resource room teachers in training sessions so there can be a greater impact on special needs students.

B. Equal Educational Opportunity for Boys and Girls

Among the twelve pilot schools, nine enroll an equal number of boys and girls in industrial arts and home economics in the same classes. The Career Exploration Program provided the opportunity for the Bureau of Equal Educational Opportunity and the Career Exploration Special Assistant to initiate this change from separate classes. Although this is considerable progress compared to last year, there is evidence that teachers still differentiate between boys and girls when assigning projects. However, some teachers and administrators who had been apprehensive about the change are now more supportive in their endorsement of co-education in these classes.

Since the Boston Career Exploration programs rely heavily on modification of industrial arts and home economics, at the three schools where boys and girls are not fully integrated, all students are not being exposed to the full range of occupations. Thus, these three schools are in violation of both the Unified Plan and Chapter 622.

C. Bilingual Students

At each pilot middle school where there was a significant bilingual enrollment, a bilingual teacher had been involved in the Career Exploration Program. Translation of selected materials into Spanish, Haitian-French, Greek, Chinese and Italian is presently being completed.

The continuing concerns of bilingual teachers relate to coordination and materials. Bilingual teachers lack information on what other teachers are doing. They also want more of an opportunity to review bilingual career education materials.

4. Parents

The concept of career education includes the involvement of resources which, in the past, may have been excluded from involvement in school programs. Business leaders, community groups, and parents can all play important roles in career education programs to assist in broadening the career opportunities available to students. Some parents have been involved in the Boston Career Exploration Project since its inception. Parent representatives had served as members of the Career Education Task Force, hosted by the Bureau of Equal Educational Opportunity, and presently serve on the Career Education Advisory Council.

Parents are dissatisfied with the amount of involvement they presently have in the school programs. They recognize that they can make a contribution and have a sense of what some of the possible involvements might be. However, they do not have a clear sense of how to implement their role. They have not been approached by the school teams to volunteer their talents and this has resulted in frustration for many.

5. Students

During this evaluation, over 150 students met in group meetings with AIR staff and over 50 students were selected from the groups and interviewed individually. In 9 out of 11 schools where group meetings were held, the majority of students indicated that they noticed more emphasis on careers this year in school. Students referred to specific activities in their classes and guidance which they had enjoyed.

In individual interviews, 83% of 43 students described career education experiences in a wide range of classes. The student response to the career education activities was positive and most students indicated they would like to participate in more activities related to career exploration. However, approximately 50% of these 43 students indicated that they had not discussed occupations of interest to them. Based on our findings, students are not yet

thinking in terms of related occupations and do not yet grasp the "cluster concept" of related occupations as a means of career exploration.

Not surprisingly, students said family and friends were the most important influences on their career choices. Parents, relatives and family friends were frequently mentioned as models students would like to follow and the reasons why students had chosen certain jobs. This finding emphasizes the importance of involving parents in career education.

6. Experiences of the Partial-Implementation Schools

At the 14 "partial-implementation schools", $1,000 was received for materials, one school representative attended the summer training and the representative and the school principal attended the fall follow-up. This was approximately one-twelfth of the resource concentration at the pilot schools. We report here on general findings about the partial-implementation schools, but shall have to postpone critical analysis and be especially cautious in interpretation until further research is conducted during the second phase of implementation.

When selected representatives of the partial-implementation schools were interviewed in December, several described a scope of activities which was similar to some of the pilot schools. Since external expectations for the partial-implementation schools were more modest than those for pilot schools, the reported range of activities was somewhat surprising. One explanation for these accomplishments may be that those individuals selected to represent each partial school were truly leaders in their schools and therefore went ahead with program implementation without regard to, or in spite of, the limitations indicated by their designation as partial-implementation school programs.

Another explanation may be that since only one person was officially involved at each school, there were none of the administrative problems of coordination and dissemination that occurred when at least 12 people were involved, such as at the pilots. At these schools, the career exploration representative could concentrate on implementing career exploration activities.

Perhaps there was also some merit in the partial-implementation schools knowing that they would be included at a later date. These schools were assured by State and Boston Public Schools administrators of further funding. They did not have to be a pilot for an entire program, and could profit later from the experiences of the pilot schools.

CRITIQUE OF THE MODEL FOR CHANGE

The Boston Career Exploration Project seemed to be based on several assumptions -- that in order to initiate change there is a need for:

- a significant amount of funding;
- a teacher training program;
- phased implementation with a concentration of effort going into a sample of pilot schools;
- substantial amounts of materials;
- creation of positions of leadership;
- creation of cross-disciplinary teams; and
- an evaluation component to assist in future planning.

The overall model for change was mainly supported by the evaluation findings of Phase I of program implementation in Boston. However, based on this evaluation, a refocussing of effort is needed in the next phase of this project if full implementation of career exploration is to be achieved. Some of the needed changes have already been incorporated into the design for the next phase. Others can be incorporated now in order to realize the goals of the project.

Each of the assumptions on which the model for change was based are listed below with a discussion of the extent to which they seem valid.

Assumption 1: A Substantial amount of money is needed to bring about change

Substantial funding was provided for the project, with the largest amount of money allotted for materials and training. If funds had not been allocated for this project by the Massachusetts Board of Education, it is doubtful whether the Boston Public Schools would have, or could have, initiated this program on its own.

The assumption that substantial funding is important in project implementation remains firm although it is difficult for us to say at this point whether the amount allotted was appropriate. What we do

know is that this evaluation and related research findings point to the need for a readjustment in the allocation of funds: more emphasis needs to be placed on staff development -- on planning, curriculum development and on encouraging teachers to draw on parental and community resources. Less emphasis should be given to purchasing commercial materials.

Assumption 2: Training must be provided for teachers by outside specialists in order to implement career education

The importance of staff development is evident in the findings. For teachers in many disciplines, career education is a new challenge and how one integrates career education into traditional programs and to what extent career education is pursued are persistent and important questions to address. While training and technical assistance efforts to date have motivated many teachers to initiate career exploration activities in their schools and classrooms, more effort in the direction of staff development should be made. Particular emphasis should be given to the following:

- Development of a framework for implementation.
- Approaches to the integration of career education concepts into courses and programs that have traditionally not included career-related concepts.
- Alternative teaching and learning models.
- Inclusion of teachers in the program who have not received training in career exploration activities.
- Utilization of community and parental resources.

Assumption 3: More money concentrated on several (12) schools will have greater impact than resources divided equally among all (26) middle schools and will also provide an opportunity for assessment

Since certain partial-implementation school representatives described a scope of activities which was similar to some of the pilot schools, it is questionnable whether a concentration of resources as

it was done in this project actually results in change proportionate to the amount of money spent. In some cases, the limited resources made available to the partial-implementation schools had considerable impact. Could the project have accomplished what it did with fewer pilot schools and a consequently lower cost? The answer is possibly yes, but the large number of pilot schools did allow more schools to begin a wide range of activities and it has brought Boston further along in realizing its goals for career education.

Assumption 4: New materials bring about change

On the one hand, new materials did bring about changes. For the first time, many teachers began to focus on career education themes in their classrooms, and students recognized a shift in their programs toward an exploration of career education. Materials were highly visible and were a tangible impetus for change and in this respect they worked. However, new materials were also problematic -- they were not necessarily tailored to Boston's needs and they arrived too late. The result was a large supply of unused materials in the schools and a continuing, unmet need for materials suitable for use.

Research has indicated "school districts that were most successful in implementing a variety of activities and had the highest level of teacher involvement were precisely those districts that were developing their own instructional materials."[3] While a review of commercial materials is important, attention needs to be placed on how commercial materials might be adapted to meet unique needs. Even more attention should be given to the adaptation of materials and to teacher-generated materials.

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[3]Dunn, J. A., et al. Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education. Palo Alto, California, American Institutes for Research, 1974.

Assumption 5: Leadership positions are needed to ensure program coordination

Two kinds of positions were established: 12 positions of career exploration coordinator at the individual schools level, and one position of Special Assistant for Career Exploration at the system-wide level. The major change in staffing patterns was at the individual school level. The new role of career exploration coordinator proved to be crucial to the changes that occurred. In some schools, the career exploration coordinator was, in fact, a major factor in project success. On the other hand, when career exploration coordinators did not adequately fulfill their responsibilities, overall program success within the total school suffered.

Coordination at the system-wide level was important and was provided by the Special Assistant. However, during this phase of implementation, the person filling the position of Special Assistant had a wide range of other responsibilities as well. The role of Special Assistant must be more clearly defined and the Boston Public Schools administration must provide time and support to the individual who holds this position.

Assumption 6: Cross-disciplinary teams, including parents, are necessary to bring about involvement of the entire school staff and community involvement which are a part of career education

The cross-disciplinary approach to program implementation resulted in an increase in communication amoung school team members. This was especially true for the industrial arts and home economics teachers whose schedules usually did not allow much opportunity for interaction with teachers of other subjects. While intra-team communication was increased through this approach, for the most part overall dissemination of the program to non-team members was not achieved. Deliberate attention needs to be given to planning strategies for including non-team members in career education discussions, perhaps through holding all-school career events.

The composition of teams has tended to be too heavily concentrated on home economics and industrial arts. The plan for the next phase reflects teams with a wider cross-section of teachers which should make overall dissemination somewhat easier.

So far, the schools have not fully explored the potential for parental involvement in this program. Greater parental participation in career exploration activities would broaden students' exposure and provide them with a wider range of role models than they presently have.

Assumption 7: An evaluation of this initial implementation effort could assist in future planning

During this project, the evaluation staff met regularly with the Special Assistant for Career Exploration, the State Project Monitor, the Career Exploration Advisory Council, the Career Exploration Coordinators Group and representatives of CEDIS. In addition, a member of the evaluation staff met with each pilot school team to thoroughly discuss preliminary findings.

Preliminary findings have already been used in several ways:

- Fall follow-up training sessions were modified to more closely meet the needs of program participants.
- School programs have been modified to include a wider scope of activities.
- The design of Phase II of program implementation is based on preliminary findings outlined in an interim report and described in a formal debriefing session.

The final report further identifies program strengths and problems and lists system-wide as well as school program recommendations which are intended to lead to additional program improvements.

RECOMMENDATIONS

As a result of this evaluation, there are four areas of concern which will require a change in the present direction of the Career Exploration program in Boston. Each of these areas of concern, together with specific recommendations, are discussed below.

Students' Career Choices and Interests

Although we recognize that career exploration aims to broaden students' familiarity with occupations, the present occupational interests of students represent an important starting point for career exploration. Students' present occupational interests can be used to interest students in career exploration activities and can be used to teach students some of the generic concepts of career exploration, such as career planning and self-assessment. The school programs presently do not provide specific information to students on the occupations which they are tentatively considering.

> Recommendation: Each school should make an effort to determine occupational interests of their students and provide opportunities for those students to explore occupations of interest to them.

Information is needed on: the employment patterns of Boston Public Schools graduates; local employment market information; the choices made by recent graduates and options available to them; and parental concerns and experiences. These variables have important implications for curriculum decisions and are not presently being used in the planning process.

> Recommendation: The School Department should obtain local labor market information and information on employment patterns of recent graduates for use by teachers to assist students in career planning.

Materials

A much greater emphasis should be placed on curriculum adaptation and development by individual teachers, rather than the bulk purchasing of commercially-prepared materials. This will provide teachers with an opportunity to present activities which are specially tailored to their students' interests and needs and will enable teachers to capitalize upon their own experiences as well as those of students, parents, and the business community. In this way, the emphasis is on staff development, rather than the purchase of materials. This recommendation is consistent with the findings of a recent project of the American Institutes for Research study which reported that new educational techniques per se will not automatically guarantee dramatic improvement in student achievement.[4] Teacher development of materials will also help combat the sexism which the Educational Products Information Exchange found extant in many career education materials.

> Recommendation: The emphasis during the next phase of the program should be on the adaption and development of materials by individual classroom teachers and the training of teachers in methods for such adaption and development.

Time for Increasing Staff Involvement, Program Development and Coordination

Time is needed by the Special Assistant, the career exploration coordinators and all program participants to plan for further implementation of the program.

> Recommendation: The Associate Superintendent for Occupational/Vocational Education should schedule meetings as listed below for increasing staff involvement, program development and coordination.

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[4] American Institutes for Research, Impact of Educational Innovation on Student Performance, Palo Alto, California, 1976.

A. Hold weekly planning sessions of team members to adapt and develop materials and plan for organization of career exploration instruction and dissemination to other teachers.

B. Hold school-wide program adaptation and development sessions four times per year when the school teams can work with groups of teachers who are not yet involved in career education.

C. Hold system-wide program adaptation and development sessions one full day per year when each school can carry out a major project related to career exploration, such as development of a community resource directory.

The implementation of a system-wide policy for meeting will demonstrate that the administration of the Boston Public Schools is supportive of teacher efforts and interested in further implementation.

Teachers will also need to spend time during the school day and out-of-school on career education planning. The three suggestions listed above should be in addition to the regular training and technical assistance activities and are not meant to be the only opportunities for planning further implementation. Full implementation can not be accomplished if the suggestions listed above are the only planning vehicles.

Coordination of Boston and State Fiscal and Program Planning Efforts

The Boston Public Schools should demonstrate its own commitment to career exploration and assume a portion of the program's cost. The costs of this project are now being borne entirely by the State Board of Education. In order to ensure that the program will continue when external funds are no longer available, the Boston Public

Schools should begin now to assume an increasing share of the costs of the program.

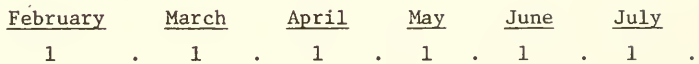
> Recommendation: The Boston Public Schools should assume an increasing share of the costs of this program and should be responsible for 25% of the costs of the program beginning in July, 1977.

Planning for implementation by schools and contractors is difficult when the program design and budgets are not approved until shortly before implementation. This uncertainty can result in too much effort being spent in making alternative plans, when the effort should be spent on future program planning. This project was designed and funded less than one month before program implementation which resulted in limited time to plan training sessions, arrange visits, order materials, etc.

The Boston Public Schools has developed a cooperative working arrangement with the State Bureau of Equal Educational Opportunity. The city and the state should plan now for future implementation in order to ensure program coordination and continuity.

> Recommendation: The School Department should begin fiscal and program planning in February for the implementation efforts which begin in July, 1977. A suggested planning calendar is shown on the following page.

Suggested Planning Calendar for Career Exploration Implementation beginning July, 1977



1. Collect suggestions from participants, contractors and Career Education Advisory Council
2. Prepare outline of Project proposal
3. Review of Outline by Career Education Advisory Council and participants
4. Prepare Program Design and Proposal
5. Issue Request for Proposals for Contracted Services
6. Approval of Design and Proposal by Board of Superintendents and Boston School Committee
7. Approval of Design by State Board of Education
8. Selection of School Participants
9. Selection of Contractors
10. Approval of Contractors and School Participants by Board of Superintendents and School Committee

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